

READ TO ACHIEVE

January 2013

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"Life is not about waiting for the storms to pass...it's about learning to dance in the rain."

-Anonymous

Attendance Data

All RTA teachers should have received an email in December concerning the Attendance Data Report. There is a word document that contains explicit directions on how to complete the excel sheet. The attendance data is for the number of days the student physically attended intervention sessions—not the number of days he/she was enrolled in school. Only count the sessions that occurred from August 2012 through the end of December 2012 for this report. However **continue to document attendance in the new year** and in the spring there will be a report for attendance from January to the end of the year.



And the winner is.....

2012 Newbery Winner

Dead End in Norvelt by Jack Gantos

2012 Caldecott Winner

A Ball for Daisy by Chris Raschka

2012 NCTE Orbis Pictus Award for Outstanding Nonfiction for Children

Balloons over Broadway: The True Story of the Puppeteer of Macy's Parade by Melissa Sweet

Program Evaluation Report

To complete the Program Evaluation Report, go to

<https://www.surveymonkey.com/s/658YRBQ>

(I will send the hyperlink in an email.)

The survey should be exactly like the working copy you received in a December email. If those answers are already available to you, the report should only take about ten minutes.

REMINDER Your teacher ID number is the district and school number that appears on your state testing data. If you do not know what it is, your Building Assessment Coordinator can tell you.

After the ID number type your initials. This is especially important if there is more than one RTA teacher at your school.

Page 2 of the newsletter includes questions readers should ask themselves to more closely analyze text. To read more about it, find the article *Closing in on Close Reading* in the December 2012 edition of *Education Leadership*.

Important Dates

January 15

Second Program
Evaluation Report
due

January 15

Attendance Data
Report due

February 3-5

National Reading
Recovery
Conference
Columbus, Ohio

February 26

Third webinar



Changes

If there are any RTA contact changes at your school, please notify me so I can make sure I get future information to the correct people. If you know of someone who is not on my contact list and wishes to be, please let me

Close Reading

During the past decade the shift has been to require students to think about their thinking and make a personal connection to it. That approach seems ideal but too often the thinking strategies leave readers with the idea that the text is simply a launching pad to think about random images that pop in one's head, and it does little to enhance the understanding of the text itself.

Teaching is about transfer. The goal is for students to take what they learn from the study of one text and apply it to the next text they read. Nancy Boyles, the graduate reading program coordinator for Southern Connecticut State University in New Haven and author of six books including *That's a Great Answer!* and *Teaching Literature-Response Strategies to Elementary, ELL, and Struggling Readers*, suggests we coach students to focus on these four basic questions as they read:

- What is the author *telling* me here?
- Are there any hard or important *words*?
- What does the author want me to *understand*?
- How does the author play with *language* to add to meaning?

By answering these questions, the student is required to paraphrase, think about vocabulary, make appropriate inferences, and analyze the writer's craft.

Becoming skilled at answering these questions will decrease the need for the teacher to ask questions. College and career readiness begins in the primary grades and by guiding our youngest students to read closely they will be more prepared to meet the expectations of the Common Core standards as they encounter increasingly difficult text.